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AUTHOR Swift, Jonathan
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ABSTRACT

Global education aims to increase student awareness of cultural, political, and economic interdependence in the world of the past, present, and future. For a number of reasons, many English teachers regard global education as part of the social studies curriculum. However, global education also should be part of the English curriculum because (1) the field of English is so broad that no attempt to organize or relate the subdisciplines can be without merit; (2) facility in language is fundamental to every discipline; (3) literature is a reflection of the universal problems, values, and activities of all humankind; (4) the skills of reading, writing, speaking, and listening can be taught in many contexts of usage; (5) the benefits of comparative approaches in literature, humanities, and languages are potentially even greater than hitherto represented; (6) divergent points of view can be fostered especially well in the English classroom; and (7) myths, symbols, metaphors, translations, and forms of expression are all culture oriented. A multidisciplinary approach to global education developed by the Livonia Public School District in Michigan offers students three sequences. The first sequence deals with the deep past from the creation of the cosmos to the middle ages in human history; the second sequence concerns the present--the discovery and colonization of the United States in relation to the rest of a developing world; and the third sequence deals with the skills, attitudes, and facts needed to face a future filled with alternatives. (HOD)

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"GLOBAL EDUCATION: FANTASY, REALITY, AND THE ENGLISH CLASS."

an article submitted by
Jonathan Swift
June, 1980

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Revolution and sedition have been a part of education since Socrates was persuaded to take his hemlock cocktail. In fact, perhaps nothing is more basic to the education of humanity than teaching how and when to change, how to cope with other people and with that fortuitous series of events referred to as "life." We, as educators, have not been failures but neither have we done an especially meritorious job. Ask our minority groups. Ask the rest of the world now that $4\frac{1}{2}$ billion people have realized that the United States of America is not Eldorado. Does this sound seditious, disloyal? It isn't you know. In fact, one loves more deeply and durably when one loves others in spite of their faults. Education today must teach us and our children to be realistic. The truth is that we can exist neither within our local communities nor in the international community without a set of special skills. For decades we have talked about how literature - written and oral communication - teaches us about others, makes us more empathetic. The problem is that this has been much too passive. We must make communication - in all the arts - a more aggressively taught skill. Moreover, we must intensify the teaching of skills of perception, of critical

examination and of evaluation about the world around us, about the global and human condition.

Teachers have been talking for a long time about communication, about turning kids on to reading and writing - the joys of poetry, the novel, the drama. Why? As we express this, it appears that reading and writing are ends in themselves. It seems to me more appropriate that we should be turning kids on through reading and writing to life; furthermore, to a life of global participation and responsibility. This is as much the job of the English teacher as the teacher of any other discipline.

Recent educational literatures as well as the media have dealt with the concepts of "Global Education." A definition should provide meaning, limitations, structure, purpose - resulting, implicitly, in a value judgement of acceptance or rejection. The definitions of Global Education tend to be all encompassing because of the divergence of approaches and the newness of the field. The urgent need, then, is to be as explicit as possible without being overwhelming.

From the teacher's point of view, Global Education is primarily philosophical. It can

be taught best (perhaps only) by those who are convinced. It is an attitude toward daily living: it is not substantively a new course, nor a new program, nor new content. It is for this reason that Global Education will succeed for there are those who already believe: it is for this same reason, however, that its proponents will have such a hard row to hoe. Attitudes are harder to modify than ideas. No justification of virtue will enable a person to be virtuous. That this "will preserve humanity" cannot lead to "do this" unless one believes that humanity and the individual are connected and both "ought to be preserved." As a result, the introduction to global education should concern itself with individuals understanding themselves first, then classmates, families, neighbors on the street, fellow citizens, and finally fellow humans on the other side of the globe. At the same time, we cannot teach the individual's past or future as though they were other worlds. Time is an invention to impose order on a sequence of events. Our individual and corporate pasts have influenced if not determined our present, and all our present decisions will create our future. If the individual student or teacher doesn't realize this, all the education in the world will be meaningless.

Global Education is not an approach that is totally new. Good teachers have already been using it in many ways - limited, however, by their discipline. What is this Global Education? In Teaching English: Reflections on the State of the Art (Ed. Stephen Judy, Hayden, 1979), I offered a definition: "Global Education calls for a curriculum that will involve students in cultural, scientific, ecological, and economic issues that affect everyone. It promotes an understanding of the values and priorities of the many cultures of the world, as well as the basic concepts and principles related to world communities. It can offer a vital combination of language, literature, and the arts of many cultures. It includes all the traditional values of "English," that literature, and language are a reflection of people, their values and needs, their enemies and heroes, and that language is the living instrument of communication. Global Education aims to increase student awareness of cultural, political, and economic interdependence in the world of the past, present, and future."

It has been my experience that, once understood clearly,global education is a natural, a holistic bridge to many disciplines. Unfortunately, many misinterpretations of global education have obscured what it really is. It is

not a program for the gifted, nor is it for the drop-out, the non-achiever, the handicapped, the discipline problem, etc. It is, rather, a new teacher attitude toward the pertinence of study to life in the future; it is a new type of teacher inter-action; it is an emphasis for the student and teacher on individual as well as group responsibility, on multi-cultural awareness inside and outside the continental United States, on the enormous human movement and commerce to and from the U.S. that illustrate the notion of global interdependence, on the newly realized world culture into which all nations plug; it is a multi-disciplinary way of relating knowledge, skills, attitudes, and experiences to tomorrow's living in a global community.

Today's newspapers and magazines are filled with terms which bring to mind global education: multi-cultural awareness, world citizenship, ethnic studies, cultural pluralism, global values, cultural parity, multi-nationals, consensus assumptions and a host of others. These words are becoming part of our everyday media vocabulary: it is a vocabulary which should be built into school vocabulary study along with literary and art and futuristics vocabularies because these are some of the

tools for tomorrow's communication. Whether or not they are being taught in today's English classrooms is questionable.

It is evident, however, that the National Council of Teachers of English is aware of the significance of all these concerns. A recent document entitled "The Essentials of Education" which has a goal of "developing informed, thinking citizens capable of participating in both domestic and world affairs," is being promulgated by NCTE in co-operation with some twenty other educational organizations. English teachers, I believe, would find fascinating the list of skills and knowledge deemed "essential" to education. (Copies are available from NCTE Headquarters.)

For a number of reasons, many English teachers regard the English component in a Global Education curriculum as something quite apart from what they teach - although the syllabus of instruction, the activities, the evaluation procedures, and the student results in a Global Education curriculum might match or exceed anything in the "English" department. Again for a number of reasons, many make no attempt, show no interest in finding out what is being done in the Global Education classroom: their biggest concern appears to be what they think is the operation of the program. Some

attitudes of distrust or hostility remind me of a comment ascribed to William James that "a great many people think they are thinking when they are merely rearranging their prejudices."

Curiously enough, in his May 1980 (unpublished) paper for the Michigan Department of Education entitled "Global Education and the Problems of Linkages," H. Thomas Collins makes the point that:

> "Everyone in education seems automatically to assume whenever someone inquires about global studies that they should be sent immediately to talk with the social studies person. It is unfortunate that this perception exists because it limits the variety of educational activities and opportunities that students are likely to be offered in their schools."

Other countries in the world take advantage of global studies for different as well as the same reasons. In the Peking Review (#21, May 26, 1972), the writer, Shih Chun, states: "The metaphysical attitude of refusing to come into contact with foreign things and not studying and analysing them, is completely wrong. The correct principle we should follow is to 'make the past serve the present and foreign things serve China.' (Ch. Mao)" It is the English teacher's task to teach skills of comparison and contrast and analysis. She/he often makes use of the past. We know how many times the English teacher uses materials from

other cultures - those highly different from our own. Why can't this same task be performed in conjunction with the social studies, the foreign language, the art, the physical education, the mathematics, and the science departments?

In travelling around the country during 1979-80, I found extraordinary curiosity about Global Education. A selection of the questions raised by English teachers in the questionnaire administered at the 1979 NCTE Convention (Secondary Section Meeting) suggest to me a readiness to look into Global Education and other curriculum models.

- "We are using a practical rather than theoretical "English" model. Do we deal only with the relevance of the skill itself rather than the relevant use of the skill?"
- "We need in-service on the application of writing and literature not to examinations but to life roles."
- "Do we use questionning strategies or do we pontificate on the "sacred rules of syntax?"
- "Much of the discussion in our proficiency lessons are intellectual but unreal."
- "The problem is not the information with which to teach but the total communication process."
- "The surprise is that kids enjoy English now after two years of repression in nazi-esque classrooms."
- "I think our real need is to teach a global view and cultural receptivity, understanding universals..."

The obvious and crucial question at this point is: I hear what is being said about the necessity for a Global Education but why is this related to "English?" The answer, in my opinion, is brief and clear.

1. The field of secondary English is so broad that no attempt to organize, to relate the sub-disciplines can be without merit.

2. Facility in language (spoken and written) is fundamental to every discipline not just that of an English department.

3. Literature is a map of where humanity has been, is, and is headed: it is a reflection of the universal problems, values, and activities of all humankind.

4. The skills of reading, writing, speaking, and listening can be taught in many contexts of usage.

5. The benefits of comparative approaches in literature, humanities, and languages are potentially even greater than hitherto represented.

6. Divergent points of view can be fostered especially well in the English classroom along with the skills of observation, analysis, evaluation, and judgement. The awareness that other individuals, peoples, nations see the world differently is essential to our understanding of tomorrow's relationships.

7. Myths, symbols, metaphors, translation, and forms of expression are all culture oriented. Such study in the English classroom alerts students to potential keys for richer human relationships.

There may be many models for the implementation of Global Education with an English component. The determining factor in which direction to follow is usually the teacher involved.

Teachers seldom initiate the innovations but they certainly do decide whether or not they will personally or corporately veto them. It usually boils down to the following line of reasoning: How many innovations does my school need? If this new approach seems to make sense then I'll consider it if 1) it's easy to implement, 2) I'll be supported by administration and colleagues, 3) I have sufficient know-how to be comfortable with this and 4) there's some personal satisfaction. The positive strokes can be: financial support from the district or state, parents who work hard to support you, members of the community who volunteer expertise, students who in evaluation exceed your dreams (even with a control group), and an academically sound curriculum. The negative spin-offs, however, can be: personal attacks from former friends and colleagues, rejection by teachers on whom in-service time and effort has been spent, problems in student recruitment, highly creative stories about what you are reputed to be doing in the classroom. "Curioser and curioser" as Lewis Carroll writes. ~~Alice says~~. What follows is the description of one inter-disciplinary program in Global Education which has an English component.

Several years ago, the Livonia Public Schools School District in Michigan began preparing for education on a broader basis. In reponse to the perceived need for students to broaden their understanding of the interdependence of all men on "Spaceship Earth," the elementary social studies program in the schools was revamped; then the School of Global Education began in September, 1978, as a subschool of Stevenson High School. Seventy students from grades 10-12 elected to participate. They are today at liberty to come in and out of the program at each semester's end: there is no pressure to stay in or out.

In our world, we fill many roles: family, community, religious, national, and international. It is important to many people that we participate in these inter-related systems in responsible ways. To do this effectively, we need certain knowledge and skills. The staff of the Global Education School believes that the person who will profit most from this alternative will be the one who wants to grow toward self-awareness and increasing independence, who wants a different kind of learning experience, who wants a closer relationship with other people, and who is concerned about preparing himself well for the many roles he will have to fill in the world around him. He/she is the student who is

open to new experiences, new ideas, and new people. Accordingly, Global Education at Stevenson High School means a project which will involved participants in cultural, scientific, ecological, and economic issues which affect everyone. It promotes an understanding of the values and priorities of the many cultures of the world as well as the basic concepts and principles related to world communities.

This philosophy is translated into several goals. Chief of these for the English teacher is an increase of students' awareness of the nature and development of world literature, languages, and the arts and their inter-relationships with national behavior(s).

There are three multi-disciplinary sequences offered all students (regardless of grade or ability). Sequence I deals with the deep past from the creation of the cosmos to the middle ages in human history. Sequence II concerns the large present: the discovery and colonizations of America in relation to the rest of a developing world. Sequence III deals with the future: the skills, the attitudes, the facts, and concepts needed to face a future filled with alternatives.

CURRICULUM OF THE SCHOOL OF GLOBAL EDUCATION AT

STEVENSON HIGH SCHOOL

SEQUENCE I

English: Development of Language, Writing, and Communication (including writing and research skills). Mythology, the Beginnings of Drama, Creativity and Humanities in the world.

Social Studies: Introduction to Archaeology, Sociology, Geography, Anthropology, Psychology, Economics, and Political Science.

Science: Science of the Earth: Beginning Astronomy, Geology, Meteorology and Oceanology.

Mathematics: History of Mathematics, Algebra, Geometry, and Advanced Placement Mathematics.

Foreign Languages*: Beginning and Intermediate Spoken Languages.

SEQUENCE II

English:** American Literature and the Development of the Novel, Short Story, Poetry, and Drama. (This will include writing skills and optional creative writing the World Literature connection.)

Social Studies**: American Pluralism in History and Government. Native and Immigrant Trends, Foreign Policy.

Science: Basic Chemistry with Emphasis on the Earth and Mineral Resources.

Mathematics: Historical Development in Math, Algebra, Geometry, Advance Placement Mathematics.

Foreign Languages**: Intermediate and Advance Spoken Languages

Physical Education: With emphasis on creativity, leisure and world popular games and skills.

*Possible Independent Study

**Including Independent Study

SEQUENCE III

English: Contemporary World Literature, Trends and Notable Authors, New Directions in Drama, the Novel, Poetry, and Non-Fiction, Science Fiction, Futurism, scenario and report writing.

Social Studies*: Problems in Global Interdependence. Studies in Major Global Issues (e.g. Energy Resources and Use, Population, Food and Nutrition.

Science: Global Issues found in Physics and/or Biology (if enrollment supports staffing).

Mathematics: Current Problems for Math. (Other courses) (To be taken outside the Global Education School).

Foreign Languages*: Advanced Spoken Languages.

*Increased Independent Study

The teaching team of the current school consists of a teacher in each of the academic areas: English, social studies, Spanish,science, and mathematics. The teachers have developed and implemented subject areas together with a focus on the issues that pertain to global interdependence. These staff members have experienced in-service workshops and conferences on team organization, global education in academic disciplines, and methodology. Members of the team have successfully used human resources from many areas - the community, nearby universities, ethnic groups, service organizations, area specialists, eminent figures on world issues, staff development centers, libraries, county educational consultants, and community service coordinators.

To fully understand the Global Education Program, it must be considered from many points of view. Academically, the program consists of several disciplines with the major focus on English, social studies, mathematics, science and foreign languages. Other electives are in such areas as physical education, business, home economics, vocational training, etc. In a traditional high school setting, all of these subjects are departmentalized, even fragmentized rigidly. In Global Education, the curriculum is written so that the academic commonalities of each are interspersed throughout all the disciplines; this interdisciplinary approach allows the continual reinforcement of skills and academic content. In addition, the content is presented so that the emphasis is not placed solely on a chronological spectrum of events and works, but also on interpretation of these same events and works using a global perspective.

The Livonia Global Education Program is designed so that English and social studies are scheduled as a two hour block. This block is the nucleus of the program and all students are involved in this segment.

The remaining curriculum consist of academic and non-academic areas offered through

satellite courses: these courses are taught from a global perspective but are not limited to students in the Global program. This structure provides many advantages. First of all, it provides an opportunity for students to explore other programs such as the vocational offerings at the Career Center, the co-op work study program, and the courses in the regular school: this helps maintain the large core population yet allows Global students to be infused into other programs. Since a large number of the students elect some or all of the satellite courses, another advantage is that field trips, assemblies, etc. are much easier to arrange since the time is blocked out for consecutive periods of the day and disruption to the regular school is held to a minimum.

All teachers of Global classes are a part of the Global team. In-service training is arranged either individually, for a small group, or the total team. Likewise, all team members reinforce their areas of expertise through outside visitations, workshops, seminars, or conferences.

Another component of the program is the arrangement of global issue seminars. A study of topics such as hunger, terrorism, stereotyping etc. is planned and implemented cooperatively

An equally integrated syllabus can be laid out for Sequence II (American & Modern World Studies) and Sequence III (Futuristics).

The attendant concern in all this is resources - not so much a lack of suitable teacher resources as the indentification and acquisition of them. Too many schools and districts waste time, money, and effort developing their own when it is the job of those entrusted with that curriculum to save these resources and find others already completed and available.

A good starting point for the English teacher is the National Council of Teachers of English. Such bibliographies as Books For You (especially the new 1981 edition), Reading Ladders for Human Relations, and Guide to World Literature (especially the new 1980 edition) are indispensible. Thematic Units in Teaching English and the Humanities not only gives sources and ideas but reproduces whole lesson plans that are applicable in a global context. The commissions and committees of NCTE (such as those on Reading, Media, Minority Affairs, Comparative and World Literature, E.S.L. and Bilingual Education, and White Ethnic Minorities) produce materials that are easily obtained and useful. For those teachers personally interested in educational exchanges with other countries, there is the International Assembly.

by staff, outside resource people, and students. Groups of students choose separate issues for a program with their global peers, students in the regular school, and/or the community.

An example follows of what was done to integrate social studies, English, and the arts in the School of Global Education, Sequence I

UNIT	SOCIAL STUDIES	WEEK	LANGUAGE & LITERATURE, ART
I	The Making of Civilization	1	The Creative Process: the evolution
	"	2	of thought, writing, arts.
	"	3	(Skills: notetaking, outlining, etc.
	"	4	Language & Communication: Global languages
	"	5	" " concept of universality
II	Early Civilizations	6	Introduction to Mythology: beginnings of
	"	7	literature: myth, legend, epic, the hero)
	"	8	(skills: expository paragraph writing)
III	Asia - Ancient India	9	Literature: examples from ancient epics
	" "	10	of Mesopotamia & India
	" China	11	Early Chinese literature and artifacts
	" "	12	Lao-Tzu & Kung Fu Tzu
IV	Africa-Ancient(Ghana & Others)	13	Early African lit.& African languages.
	"	14	Interpretation of myths & legends.
V	Asia(cont'd.) - traditional China: Taoism & Confucianism	15	The Nature of Religion: personal research
	Asia - traditional Japan: Shintoism	16	" " "
	Asia - traditional India: Hinduism & Buddhism	17	(Skills: intro. to poetry, imagery)
VI	Middle East-traditional:Islam, Judaism & Christianity	18 19	Poetic examples - haikū, quatrain, ballad form, limerick Literature:the Ruba'iyat, 1001 Nights
	WEEK OF FINAL	20	EXAMS: Essay type
VII	Asia(cont'd)modern Japan, China	21	Comparative Religions: a synthesis of
	" India	22	similarities & differences,
	" S.E. Asia	23	and sacred writings.
VIII	Middle East - modern	24	(Skills: vocabulary building, writing the
(U.N. Model Unit)	"	25	personal paragraph, material of autobiography
IX	Europe - Classic Antiquity	26	" " "
	"	27	Origins of the Theater: tragedy
	"	28	Oedipus, and a play by
X	Europe - Middle Ages	29	Aristophanes
	"	30	Development of the English language
	"	31	Introduction to Shakespeare: Macbeth
XI	Europe-from Renaiss.to Mod.	32	" " "
	" "	33	" " "
	" "	34	" " "
XII	Africa - Col. & Mod.	35	Modern African literature
	" "	36	" "
XIII	East Europe	37	Careers Unit:career clusters, prerequisites
	" "	38	" "
	" "	39	Wrap - Up & Review
	Review and Exam	40	Exam

Both the Center for Global Perspectives, Inc., in New York, and the Center for Teaching International Relations, Denver, Colorado, are particularly fertile resources. They specialize in cross-disciplinary unit plans and materials which are judged by many to be attractive, effective and not too costly.

Magazines such as the English Journal (resource issues and those devoted to such topics as interdisciplinary English), the Futurist (publication of the World Future Society), and Science '80 (science for the layman, in inter-disciplinary terms) continue to offer a wealth of material to the English teacher who though perhaps not especially creative, is anxious to attempt inter-disciplinary English units and assignments in the classroom.

Perhaps no one expresses better a major resource for the English teacher in a Global Education curriculum than Saul Bellow in his Nobel Lecture (1976): "Writers are greatly respected. The intelligent public is wonderfully patient with them... waiting to hear from art what it does not hear from theology, philosophy, social theory, and what it cannot hear from pure science. Out of the struggle at the center has come an immense, painful longing for a ... more coherent, more comprehsensive account of what we human beings are, who we are, and what this life is for."

Is it not a role for the English teacher to show students how to tap the profundity and interdependence of these writers in order to achieve for themselves a timely global education?

Writers are signposts to our needs. In his landmark article "Global Educati on" (American Education, June '78), Robert Leestma signals that:

- "The future is not what it used to be. Mankind is beginning to share a contemporary common history and increasingly faces a common destiny.
- The future we face inevitably will be more international than the past.
- The future is now. The new frontiers are in innerspace - understanding mankind, interdependence, and intergenerational responsibility - and international co-operation for the common good.
- The development of literacy in global problems and issues, particularly interdependence, competency in intercultural relations, and appropriate concern for international co-operation, are among the categorical imperatives of citizenship for the modern world, for students at all levels in the educational system."

It is, then, for us teachers who hold the power to veto or implement curriculum to remember the disquieting yet simple fact that no discipline, no school, no people, no nation has a separate future anymore.